

College of Education

Fall 2020



STRATEGIC PLAN UPDATE 2020

“*With an outward-focused approach, an energized commitment to change, and a deepened sense of responsibility to others, this plan reinforces our concerted commitment to supporting the work of education and our collaborative and continuous belief in the profession.*”

Dean Michelle Prytula

At the launch of the University of Saskatchewan strategic plan two years ago, President Stoicheff signalled that achieving the plan to become *The University the World Needs* would require transformational work, that it would take productive collaboration, and that it would result in meaningful impact. Over the past two years, the College of Education has responded to this call, increasing enrolments year after year, prioritizing peer-reviewed funding, engaging in the development of interdisciplinary programs and partnerships, rising in academic rankings, enhancing alumni engagement, and continuing to be a leader in Indigenization.

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Area 1: Intensify Research and Discovery

For the College of Education, intensifying research and discovery involves indulging in and uplifting the principles of connectivity, creativity, sustainability, and diversity. As a professional college, we are foundationally connected to our partners in the way we advance education research and discovery for a better future together.



Initiative 1: Develop the Centre for the Scholarship of Teaching and Learning

The Jane and Ron Graham School for the Scholarship of Teaching and Learning was established and approved by University Council on April 23, 2020. The first SoTL undergraduate class will be offered in Winter Term 2021, with the first graduate programming intake anticipated in the 2021-22 academic year. Consultations to date have included scholars on campus, nationally, and internationally with high interest in academic programming, interdisciplinary research, and professional development related to SoTL.

[Coming full circle: alumna's own teaching career inspires landmark gift to her alma mater.](#)

Initiative 2: Formalize Indigenous and land-based scholarly programming and research

After great success in the offerings of a land-based concentration for the Master of Education, the MEd in Indigenous Land-based Education degree offered by the Department of Educational Foundations is in the process of being formalized as its own course-based program, elevating its importance and prominence as a stand-alone program and a permanent part of our offerings. The next cohort starts in summer 2021.

Initiative 3: Explore and advance Indigenous interdisciplinary research opportunities

Expanding the scope and activities of the Aboriginal Education Research Centre is critical in ensuring cross-campus access, and that this internationally-renowned centre can broaden its reach. Consultations with the Office of the Vice-Provost Indigenous Engagement have begun, and in concert with the new USask policy on centres, continued work is taking place in to broaden and elevate the work of AERC.

[Dr. Alex Wilson, director of AERC, honoured as Distinguished Researcher at USask Convocation](#)

Initiative 4: Develop distinct research degrees and opportunities for education professionals

Under the leadership of faculty from the Departments of Curriculum Studies and Educational Administration, the first intake for the Master of Education in Health Professions Education commenced in September 2020. [This interdisciplinary program offers health](#)

[professionals the opportunity to improve teaching practices, leadership skills, and curriculum design expertise.](#)

The Department of Educational Administrations' Doctor of Education (EdD) degree, approved last year, will have its first intake of students in the summer of 2021. Combining both in-person and online learning, [the program is intended for professionals seeking to solve problems of practice within their profession.](#)

Initiative 5: Design faculty research exchanges congruent with current international initiatives

Following the expansion of new opportunities for the teacher practicum, including opportunities within the practicum to study abroad or to study in an alternate education setting, international partnerships are in development for our students to spend a portion of their practicum in China, Japan or Thailand, as well as an exchange opportunity in Spain.

[Watch videos of students describing their international practica experiences.](#)

Area 2: Create and Champion Excellence in Teaching and Learning

As a professional college, the College of Education prides itself on designing and maintaining programs that target and meet the diverse needs of the field and of our partners. Striving to advance our reputation locally as a valued partner in education, and globally as a premier institution for teaching and research, the College realizes that our reputation rests on the collaborative efforts we make to engage in the work we do with Indigenous, international, and local communities.

Initiative 1: Create enrolment opportunities through the development of international dual-degree for-credit programs

With high interest from partners overseas, dual degree programming for both undergraduate and graduate programming is currently under development. The Department of Curriculum Studies has advanced a proposal to the International Office for the establishment of a dual-degree MEd program in Mathematics Teacher Education in conjunction with the School of Mathematics and Statistics and the College of Teacher Education at Qingdao University in Qingdao, China.

Initiative pilot program: [International Teacher Development Program welcomes students from Beijing's Capital Normal University.](#)

Initiative 2: Diversify immersion language offerings (Indigenous and second) and programs on- and off-campus

The Language Teacher Education Program (LTEP), developed in response to demand for immersion teachers in both Cree and French, will have its first intake of students in September 2021. Under the guidance of the Department of Curriculum Studies and the Undergraduate Programs Office, the LTEP route supports teacher candidates by offering teaching area and methodology immersion in French or Cree, as well as coursework that focuses on teaching in second language settings.

Through continuing to offer off-campus programming through the ITEP route, under the leadership of the directors and staff of ITEP, a Bachelor of Education ITEP cohort was launched at Kahkewistahaw First Nation in the fall of 2018. Students are currently in their third year of that program. Click [here](#) for the story about its celebratory launch.

In partnership with Northern Lights School Division, Cumberland House Cree Nation, the Northern Village of Cumberland House and the Métis Nation of Saskatchewan, and working with the College of Arts and Science, a Bachelor of Education program (Cree and Indigenous Studies) [was established in the northern Saskatchewan community of Cumberland House in June 2019.](#) Thirty-two students are currently in their second year.



Area 2: Create and Champion Excellence in Teaching and Learning



Initiative 3: Expand off-campus graduate and undergraduate programming and pathways through USask's Prince Albert campus

Following the [exciting grand opening](#) of the Prince Albert Campus, the College of Education is currently planning for a Master of Education degree to commence in the fall of 2021, or when classes continue in person.

Initiative 4: Launch multi-disciplinary graduate programming

The first students in the multi-disciplinary Health Professions Education programs (Certificate and Master's) began in September 2020, and the first cohort of the interdisciplinary Master's degree in the Scholarship of Teaching and Learning is anticipated for the fall of 2021.

Under the leadership of the Department of Educational Psychology and Special Education, revised cross-disciplinary programming for school and counselling professionals is currently being developed with the support of a number of community partners.

Under the leadership of the Department of Educational Foundations and building off [the \\$2.5-million Partnership Grant funding received by the department's Sustainability Education Research Institute](#), new opportunities for climate change and sustainability education programming are currently being discussed and developed.

Initiative 5: Develop highly sought Advanced Qualification Certificates (AQC's) in priority areas

[In partnership with the Saskatchewan Ministry of Education](#), the Certificate in Early Childhood Education was launched in May 2020.

The Indigenous Languages Certificate (in Cree) is currently in its second intake. The Michif Indigenous Languages Certificate is in its final stages of approval, with a first intake planned for the fall of 2021. [Both certificates are designed to reverse the trend in the erosion of Indigenous languages, as called for by the Truth and Reconciliation Commission of Canada.](#)

Area 3: Elevate Respect, Reputation and Engagement

The College of Education is positioned to continue engaging its communities in reciprocity and respect. Committed to looking outward, beyond ourselves, and shifting our priorities to directly meet the needs of students and communities, we will ensure that we serve a meaningful role in contributing to our identity as *The University the World Needs*.



Initiative 1: Expand distinct and distinguished alumni engagement opportunities

The College of Education values and prioritizes its support from alumni and community. Through its newly developed Pinning Ceremony, designed to honour and elevate the profession, and its Alumni Wall of Honour, designed to recognize alumni integral to a variety of educational initiatives, the College pays tribute to the excellent work of the many alumni who keep us strong. [Click here](#) to learn about the latest Wall of Honour recipients.



Initiative 2: Seek advisement through broad consultation and engagement

The College has completed the terms of reference for the establishment of an Alumni Advisory Council, and the council's development is now in its final stages.

Initiative 3: Enhance structures that support the outward-focused work of teaching and learning in education

In response to the identified needs of provincial school divisions and First Nations education authorities, the Saskatchewan Educational Leadership Unit (SELU) redesigned several [six-hour professional development modules in support of special education student learning needs](#). Over 500 participants have been engaged in the updated online modules since April 2020.

In addition to its academic programming, SELU has established the [Saskatchewan Principals' Short Course Advanced Learning Series](#) to increase online engagement opportunities open to partners and stakeholders. This series is intended to provide professional development opportunities to new and current school administrators, as well as members of the Saskatchewan League of Educational Administrators, Directors and Superintendents.



The College of Education recognizes that its success is achieved through service to others.

In having the courage to examine our own efforts and structures, we are able to align our work and resources to serve the needs of students, partners, and the profession. With courage and stamina, we will achieve this mandate in collaborative, respectful, and financially sustainable ways.